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ABSTRACT

This paper provides insights into the historical and contemporary status of black faculty at Historically Black Colleges and Universities (HBCUs), to revisit the traditional and more current roles and responsibilities of HBCU faculty, and to introduce new knowledge about HBCU faculty negotiate culture and manage to cope professionally and personally with growing challenges and fewer resources. Historically, education has served as a vehicle for many blacks to escape poverty and prepare future generations for leadership in the community and society. Higher education in the United States is at a critical juncture today. Fewer African Americans are choosing academic careers, and a large number of those who do are not being retained, promoted, or tenured. Black faculty women are achieving tenure at a much slower rate than every before, leaving them professionally vulnerable. The primary barrier to black faculty retention and advancement that is cited most often in the research is the extraordinary time demands placed on them because of their relatively small numbers. Black faculty members also report the absence of institutional support systems as a hindering factor. To improve the status of black HBCU faculty, it is necessary to address that issue at the department level. Departments and deans can provide support for faculty members in various cost-effective ways. Research has shown that most black faculty at HBCUs received undergraduate training at black colleges or universities. The current role of HBCU institutions is to nurture this seed and provide an environment in which it will bloom. (Contains 32 references.) (SLD)

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NEGOTIATING CULTURE: FACULTY ROLES AND RESPONSIBILITIES IN HBCUs

American Educational Research Association
Chicago, IL
April 24, 2003
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Swissotel, Grand Ballroom 1, Ballroom Level

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Negotiating Culture:
Roles and Responsibilities of African American HBCU faculty

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ABSTRACT

In 1998, HBCUs constituted only 3 percent of nations institutions of higher education, yet they enrolled approximately 16 percent of black students in college, awarded about 27 percent of all bachelors degrees to African Americans, and graduated 35 percent of baccalaureates from HBCUs who went on to earn doctorate degrees in the United States. Yet, there are only a small number of African Americans earning Ph.D.s annually. According to NCES (2000), African Americans accounted for only 1,656 or 6% of the 27,888 Ph.D.s awarded. Most of the blacks or 680 received doctorates in education, many of whom work for K-12 school systems, rather than colleges and universities. The small number of African Americans receiving Ph.D.s is even more daunting when one considers the number of older black faculty who have spent their entire careers at HBCUs and are now approaching retirement, along with many other baby boomers. It is possible that if this trend continues, the traditional make-up and identity of faculty at HBCUs in ten years will be vastly different, which raises serious concerns about the need for leadership succession. The future of HBCUs, to a large measure, depends on its ability to nurture the academic talent of all it's faculty, particularly those whose numbers are steadily decreasing.

Since their inception, HBCUs have employed faculty from a variety of ethnic backgrounds. Today, 58 percent of full-time African American faculty are concentrated at the 103 HBCUs. Caucasians account for 29 percent, and other minorities and foreigners account for 13 percent of the faculty at HBCUs (U.S. Department of Education, 1996). Given this diversity, one might expect there to be an available body of research. However, only a handful of studies have been published that focus on HBCU faculty. Furthermore, the overwhelming majority of research conducted on HBCU faculty were a product of the middle century, from 1940 to 1970. In 1997, the White House Initiative on HBCUs articulated the need for the American public to learn more about the tremendous impact that HBCUs have had and continue to have on the American economy.

The purpose of the paper entitled, "Negotiating Culture: Roles and Responsibilities of African American HBCU faculty" is to provide insights into the historical and contemporary status of Black HBCU faculty, to revisit the traditional and more current roles and responsibilities of HBCU faculty, and to introduce new knowledge of how HBCU faculty negotiate culture and manage to cope, professionally

and personally, with growing challenges and fewer resources. Finally, this paper will offer strategies to help retain and attract more faculty to HBCUs.

INTRODUCTION

Since the founding of Historically Black Colleges and Universities (HBCU) more than 150 years ago, these institutions have historically, culturally, intellectually, and spiritually created an open environment where Black students can learn and grow in an accepting and nurturing atmosphere. According to Dr. Walter Massey, President of Morehouse College, "One, they [HBCUs] are schools that make the students feel comfortable. They create an environment where they feel they can be themselves. Secondly, they are schools that, again, have established over the years that their graduates are competitive in whatever field they go into (The Top Colleges, 2000, p. 14). The overarching mission of HBCUs is about human excellence, superior education, training of tender minds, nourishment of the creative imagination, reverence for learning, the development of moral character and the production of better men and women for a more humane, decent and open world. The role of Black faculty has been critical to the holistic development and educational experiences for Black students; experiences that are academically enriching, inextricably intertwined with the needs of the community, and grounded in the continuing need to nurture the talent of Black students and train more leaders.

Compelling evidence suggests that Black faculty can have a profound impact on the lives and perceptions of students. Numerous studies by Black scholars such as Blackwell (1983), Brown (1988), and Gardiner, Enomoto, and Grogan (2000) have cited lack of mentoring as one major reason why colleges and universities have had difficulty recruiting and retaining Black and other non-Asian American minority students. Other research has pointed to the need for Black scholars to write about their experiences and to substantiate evidence that helps challenge the numerous stereotypes that negatively depict Black and other minority members of the professorate (Gregory, 1999).

While African American academics have gained greater access to faculty positions in American colleges and universities over the past 20 years, their rank and status in the academy has not been substantially elevated. Black women are especially most likely to be concentrated among the lowest ranks of the professorate, primarily in non tenured positions within the traditional disciplines of education, the social sciences, and the professions. They are generally promoted at a slower rate, receive the lowest salaries, and teach mostly part-time. They also have been found to incur greater stress than their male counterparts, particularly women with children or other dependents (Gregory, 1999).

HISTORY AND STATUS

HBCUs were historically established to educate Black Americans who were systematically excluded from formal postsecondary education due to slavery, racial segregation, and discrimination. The first HBCU to be established was Cheney College in Pennsylvania in the 1830s. Later in the 1850s, Lincoln University in Pennsylvania and Wilberforce University in Ohio were established (Evans, Evans and Evans, 2002).

In 1995, 58% of full-time African American faculty were concentrated in the 103 HBCUs, which comprised only 3% of the institutions of higher education in the United States (U.S. Department of Education, 1996). Whites accounted for 29%, and other minorities and foreigners accounted for the remaining 13% of the HBCU faculty (U.S. Department of Education, 1996). In fact in some cases, such as Lincoln University of Missouri, Bluefield State College in West Virginia, Kentucky State University, and West Virginia State College, Whites and other non Blacks compose the majority of the faculty and/or student bodies on HBCU campuses in this country (Williams, 1988). Given this diversity, one might expect there to be a body of available literature on HBCU faculty. However, since 1970, few studies have been conducted that focus on HBCU faculty.

Contrary to popular belief, HBCUs vary in academic strength and quality, financial health, physical facilities, student body attributes, faculty strengths, size and mission. In fact, prior to the development of new Carnegie classifications in 2000, of the 103 HBCUs in the nation, only one received the Carnegie classification as a Research Level I university and just a few were labeled Research Level II institutions. Furthermore, only a handful of HBCUs offer master's degree programs have a majority of faculty members actively engaged in scholarly research (Bonner, 2001).

According to NCES data (2000), there has been great disparity between women and wen across all five academic ranks in HBCUs. For example, in the 1997-1998 academic year, 29.0% of the 3,720 faculty men serving at these institutions (1,079) held the rank of professor while 24.3% (904) held the rank of associate professor (U.S. Department of Education, 2000). In comparison, only 19.6% of the 3,301 women faculty members (647) held the rank of professor compared to 18.7% (618) who were associate professors. In addition, HBCU faculty women were less likely to be tenured (37.1%) than were men (43.4%) and were less likely to hold the ranks of professor (33.7% vis-a-vis 46.8%) and associate professor (29.0% compared to 33.6%). Conversely, slightly higher percentages of women faculty members at HBCUs were untenured, serving either on tenure track (28.2% compared to 25.6% for men) or not (34.6% vis-a-vis 31%). In these institutions, women on tenure track were more likely than men to be among the lower ranks of instructors and lecturers as well as the nonacademic ranks (16.6% compared to 11.5%). The difference was much larger among untenured HBCU faculty members, with 57.5% of women in the lower ranks compared to 43.1% of men. Overall, women represented less than 40% of tenured professors and associate professors compared to

over 60% of men and Black women represented the greatest numbers among the lowest ranks (Bonner, 2001).

HBCUs, while they are relatively small institutions with fewer resources and greater numbers of disadvantaged students, have performed remarkably throughout their existence. By the early 1990s HBCUs had educated nearly 40 percent of all U.S. Black college graduates. In fact, 80 percent of Black federal judges, 85 percent of all Black doctors, 75 percent of all black Ph.D.s., 50 percent of Black engineers, and 46 percent of all Black business professionals received their undergraduate training in HBCUs (Jackson, 2002). Moreover, HBCU medical schools have trained an estimated 40 percent of Black physicians, 75 percents of Black veterinarians, 50 percent of Black pharmacists, and 40 percent of the nation's Black dentists (Mixon, 1995; Willie and Edmonds, 1978).

MAJOR ROLES AND RESPONSIBILTIES

Over the past few decades and most especially the most recent decade, the interpretation of faculty roles have shifted across this nation in all postsecondary institutions. While the basic expectations of teaching, research and service are clearly articulated to varying degrees, the ways in which academics and most especially administration and tenure review committees view these responsibilities have changed. Teaching is interpreted broadly to include classroom instruction, advising, curricular development, dissertation supervision, off-site course instruction, distance learning, pedagogical material preparation or online courseware, and many others. Research is primarily valued when it is distributed through publication and in refereed journals (in print or online) which are for the most part predominately White. Research also includes other scholarship such as professional exhibits, performances, creative works, grants, and scholarly partnerships. Service is perhaps the most broadly defined area and encompasses all non compensated professional work done within or outside the institution. It may include the holding of a professional office, consulting pro bono with a school district or other non profit organization, or building homes for Habitat for Humanity.

In the most recent decade, the concept of faculty roles and responsibilities has been discussed and reconceptualized in national forums across the country. The concepts of reflective practice and communities of practice are visible in college mission statements and speeches from college presidents and deans (Chism, Lees, and Evenbeck, 2002). While many new faculty still begin their classes with an old syllabus to redress and make their own, many other are carefully and thoughtfully examining and refining their pedagogy by tinkering with and being informed by models of experiential learning, action research and Bloom's taxonomy.

For most reflective practitioners, faculty first select a practice which suits their students needs and instructor capabilities and second, they experiment with it by

challenging a particular context. The third step is to observe its implementation through student work, questions, patterns of miscommunication, methods of inquiry, etc. The fourth and final step is to reflect upon the data analysis and results through comprehensive evaluation and self-assessment (Chism, Lees, and Evenbeck, 2002)

Wenger (1999) and Wenger, McDermott, and Snyder (2002) define 'communities of practice' as "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (p. 4). By encouraging and stimulating intellectual dialogue, good practice results based on reflective practice. These communities help to identify and define the issues which can to be discussed in town meetings, seminars, special lectures, forums, meetings classrooms or examined through scholarship or grant projects, such as FIPSE.

The primary mission of HBCUs is to educate, nurture and train students, and to encourage creativity, moral development and character, resourcefulness, self-discipline, and resiliency. HBCU faculty are the primary conduit and are critical to the retention of students. In Hickson's 2002 study, HBCU students stated they wanted to feel that their instructors cared about them and their future, took an interest in their goals and aspirations outside of class, and were committed to the needs and aspirations. Often, many students attending HBCU's are first-generation college students, so it is especially important to hire committed and dedicated professors who will sincerely care about and take an interest in students

On the personal side, faculty need to rethink their role and ensure their walk, talk and actions reflect their beliefs. Faculty work needs to be cognizant of quality not quality, of intrinsic not extrinsic motivation, and of trust and respect for one another and differing viewpoints. Higher educational institutions are suppose to support diverse intellectual dialogue, but far too often we stay within our comfort zones. As Black HBCU faculty, we need to set an example for our students by showing the same creativity, morality, character, resourcefulness, self-discipline, and resiliency that we expect them to possess. This can be done as we revisit our professorial roles and make meaning of our own faculty work. According to Seivers (1994), faculty do not need extrinsic motivation to produce meaningful work, only time and resources. While this notion may certainly be valid in PWI, it is not practical to apply it to HBCUs. However, Bean (1998) offers three small but valuable insights into the most critical roles of faculty in any postsecondary institution that I fell are especially relevant and appropriate for HBCU faculty. First, in the words of Hamlet, "To thine self be true." We must know ourselves well enough to be honest about ourselves and our capabilities if we are truly to maintain integrity in our work and our actions. Second, our students learn more from us than academics. We are role models and they observe what we do, how we do it, not just as professionals but as human being. Many HBCU students are very critical of administration when they see unfair actions or decision taken against themselves or others. Faculty must value students

and allow them an appropriate venue to voice their concerns with retribution. Third, faculty should create and follow their own research agenda based on expertise and interest. The development of one's discipline, often becomes a part of who we are and even who we want to be. Intrinsically, research is a knowledge or expression that comes from within and experienced every time we read, see or speak to others on a related topic. We must define our roles as scholars in such a way that allow us to be true to our values, beliefs and passion. It is increasingly important that faculty take full responsibility for their work and revisit and possibly redefine their roles in a way which we interpret and expouse knowledge (Bean, 1998).

According to Sardello (1992), "Every true teacher knows there is a secret erotic life to teaching; and every true learner is in love with the teacher… True learning makes one vulnerable to the intoxication of love; when one is in love, one is learning, the two conditions cannot be separated. The love between a teacher and learned is directed not toward possessing each other, but toward caring for the world. It is precisely here that teaching becomes an art, the art of enlarging love to encompass the soul of the world" (p. 54).

NEGOTIATING CULTURE IN HBCUs: ISSUES, CHALLENGES AND REWARDS

The culture and climate in any HBCU are directly influenced by the values, beliefs, actions and dedication of the college president, senior administrative faculty, faculty, staff and the student body. It is most definitely top-down. Perhaps the most pressing issue for many HBCUs in current times is to create a more friendly and supportive campus and workplace for all if it's academic community. With the current state of affairs nationally and the financial drain most HBCU are experiencing, there has been a significant increase in presidential, senior staff and faculty turnover. Furthermore, many HBCUs have reported declining enrollments, low faculty morale, academic program reduction, and fiscal crisis. In one cases, a senior HBCU educator in my study told me that they had covered a major unpaid expense with restricted funds, primarily federal monies and staff were afraid to speak up for fear of retribution. At a national conference in 1999, I interviewed one senior administrator faculty member from a doctoral granting HBCU. When asked how does her institution cope with limited funding, she stated, "Drastic times require drastic measures. The primary goals here are to keep the doors open and provide the best academic programs as resources possible for our students. We are just being creative."

In light of these troubled times, faculty today are typically paid as much as a quarter less than their counterparts in PWIs, while many HBCU administrations make equal or above what most administrators earn in other non HBCUs. Many of the problems on HBCU campuses are directly related to leadership, both in quality and quantity. The bottom line is that faculty, staff and administrators tend to hire those who

are like themselves because it allows them to stay within their comfort zone and resist change, for the most part. But if competent, dedicated, and ethical administrators and faculty are employed, they will most likely employ other competent, dedicated, ethical faculty and administrators, who in turn recruit students who are competent, dedicated, and ethical. This is one way to ensure that HBCUs survive and thrive.

One of the greatest sources of contention for many HBCU faculty are the salary discrepancies between HBCU faculty and administrators and between HBCU faculty and those faculty from non HBCU institutions. Buck (1999) states that "many top HBCU administrators' salaries are keeping pace with or surpassing those of their counterparts at other institutions," however, "the magnitude of the differences in faculty salaries continues to be dramatic, as the average mean salary, for all ranks at the HBCUs is only $45,300, compared to $56,300 for all institutions, a 20% difference." She explains that that the greatest difference is at the rank of Professor (HBCUs $56,900, all institutions $72,700) and the least difference can be found at the rank of Instructor (HBCUs $31,400, all institutions $33,400).

There are several other matters beyond salary that must be considered if HBCUs are to be successful at creating a providing a more supportive and fair workplace. In general, HBCUs must become more competitive with their employment packages. For example, the teaching loads for most HBCU faculty are greater than at most other non HBCU institutions, even though many HBCU typically have smaller student enrollment in classes. If teaching loads of 4/4 for undergraduate students and 3/3 for graduate students, coupled with thesis or dissertation advisement, heavy committee assignments, school and community service, and the expectation of productive scholarly research, HBCUs will inevidable find their best faculty fleeing to more promising and attractive, alternative employment (Sutherland, 1990, 42-47). Furthermore, because autonomy is so highly valued among faculty, the burden of additional, often disproportionately distributed responsibilities hinder ones ability to remain autonomous. Quite frankly, many university administrators, especially in HBCUs, are far removed from faculty and their corresponding roles and responsibilities. These responsibilities have changes tremendously over the past decade with regard to more demanding teaching styles, publication, true community service and time-consuming and often unproductive committee assignments. Therefore, new and untenured faculty are faced with a much different environment than many tenured faculty or administrators can honestly relate to. This is important to recognize when we make decisions about advisee and teaching loads, and most importantly, tenure and promotion decisions. The full scope of this issue falls outside the parameters of this paper, but it deserves serious consideration.

In addition to 'out of touch' senior faculty and administrators, some educators outside the walls of HBCUs and, of course, without any first-hand knowledge of the HBCU faculty experience, see a different picture. These well meaning yet unenlightened educators might argue that if HBCU faculty (not themselves) are truly committed to the

mission of HBCUs and truly wish to make a difference in the lives of Black students in HBCUs, they will do what is necessary. Unfortunately, some HBCU senior administrators, deans and chairs who control (either directly or indirectly) salaries and benefits, also subscribe to this misguided notion. However, on the practical side in speaking with my HBCU colleagues and previously interviewed HBCU faculty, the issue is not commitment, it is simply life. All faculty, including HBCU faculty have families and basic financial needs they must meet and cannot compromise. Obviously, it is in the best interest of HBCUs to provide fair and competitive employment packages to all faculty and resist the temptation to burden untenured faculty with additional and disproportionate responsibilities that can detract them from their research and activities required for tenure. When current faculty work in supportive and nurturing environments, other faculty in the job market will find employment in HBCUs an extremely attractive offer. Today, it is rare to find professional people in any discipline or career who love what they do and where they do it. HBCUs have the capability of making this a reality for their entire academic community. I do not think it would be a stretch to say that the very existence of HBCUs might hinge on their ability to do just that.

Johnson conducted a study in 2001, which examined the ways in which faculty ascertain the culture of an HBCU and work to negotiate within that said environment. In this study, she explored how new HBCU faculty--formally and informally--learned about the values and expectations of the institution. Informally, new faculty learned what the institution valued and expected through casual or spontaneous conversations and discussions. Formally, new faculty read through written publications (such as faculty handbooks) and annual meetings with the department chair which provided new faculty with evidence of institutional values and expectations. New faculty also attended annual meetings with the department chairs to evaluate and discuss departmental and institutional expectations for promotion and tenure.

In a similar 1992 study of Black women faculty and administrators in a large, mid-Atlantic region HBCU campus, Bonner explored participant's perceptions of mentoring, climate, research interest, curricula, and resources at the institution. The most important finding exposed the tremendous apprehension and even fear some participants reported about answering some of the questions honestly or completely because they felt their comments might reveal their identities. Most respondents, however, refused to answer the question at all. For example, one faculty member stated that the climate was uncomfortable and that Black men were being hired and promoted more often than Black women, even when the women possessed greater qualifications for the position. Other respondents reported verbal abuses by supervisors. With regard to mentoring and academic climate, the majority of respondents felt that mentoring on their campus was at best, minimal, and most indicated that pay equity and mobility opportunities disproportionately favored men, which is also the case in most predominately White institutions.

In terms of barriers to promotion, exclusion from the curricula, an uncertain climate in the workplace and classroom, and sexual harassment, Black faculty women in particular, seem to face the same obstacles at HBCUs as they do at PWIs. Thompson and Dey (1998) have concluded that the greatest sources of stress for Black faculty members were time constraints (lack of personal time, time pressures, and teaching load), promotion concerns (anxieties about the review and promotion process; research and publishing demands), and subtle discrimination and prejudice in the forms of racism and sexism. They found that among Black faculty members in general and women in particular, tended to experience higher levels of stress than non African American faculty or faculty men. Given that a disproportionately greater number of Black faculty women are single, often with children, their marginality is heightened because affirmations of a two-parent home and family are not readily available to them (Dugger, 1996). Additionally, these women are most likely to be primarily responsible for household chores and therefore experience greater stress related to time constraints at work. They also are most likely to be single and of lower academic rank. Whereas being single serves as a positive predictor of stress and low academic rank serves a negative predictor, having adolescent children was found to contribute positively to Black faculty women's greater levels of stress (Thompson & Dey, 1998).

Mentorship programs have been found to be successful in higher education institutions, regardless of the race of either party. Although many HBCUs report providing such programs, few have formal mentoring programs in place for junior and untenured faculty members. Formal mentoring programs are critical because they typically have guidelines, documented accountability, incentives and other tools which are quite often necessary for success. Given the obstacles facing HBCUs, more emphasis must be placed on making the academic environment more inviting and attractive to new and untenured faculty, who are most likely to entertain alternative employment offers. Some would argue that this is especially critical for HBCUs for PWIs are known for being less than welcoming to many Black faculty, regardless of how hard they try to assimilate (Sutherland, 1993/1994). In my own study, several of the faculty women I interviewed explained very passionately about the lack of need to constantly have to explain themselves, their actions, pedagogy, grading procedures, time and dedication devoted to their community, or the focus and relevance of their research agenda when employed at a HBCU. It is a given because colleagues, are for the most part, of the same viewpoint in terms of HBCU mission and philosophy. At the HBCU where I am on faculty, I am quite relieved that I no longer need to say at the beginning of all my comments, "Please understand that this is my own person opinion and it does not in any way, shape or form represent the views of the countless other Black faculty in America."

As my earlier research has revealed, despite many challenges, Black faculty have managed to survive and achieve in academe by employing a number of creative strategies to overcome obstacles (Gregory, 1999). Some of these strategies have included:

- ⇒ Learning how to say "no" to a request when saying "yes" would detract from one's research and offering sound reasons for one's decision;
- ⇒ Learning who one's friends are and are not, who one can trust and who one should avoid, all the while remembering to listen more than one speaks;
- ⇒ Finding a mentor in one's field of expertise with whom one can feel comfortable and share common interests;
- ⇒ Building a coalition among colleagues in and outside of one's department and institution for the purpose of seeking advice, sharing information, and collaborating;
- ⇒ Making oneself visible and active in one's communities of reference;
- ⇒ Thinking one's battles through and choosing them carefully; and
- ⇒ Learning how to succeed quietly to facilitate being seen as a team player rather than as a threat to one's peers.

STRATEGIES TO HELP ATTRACT AND RETAIN BLACK HBCU FACULTY

The future challenges of HBCUs are great, but perhaps few as critical as attracting and retaining Black faculty. Traditionally, previous generations of Black faculty that did not have the choice of working at HWCUs, however now, Black Ph.D.s have attractive, alternative employment options once they complete their degrees, that creates competition for HBCUs. Moreover, because of the salary differentials in, many new Ph.D.s are choosing to work in the private sector instead of in higher education (Gregory, 1999).

Currently, only a small number of African Americans are earning Ph.D.s annually. According to a National Science Foundation survey of earned doctorates in 2000, African Americans accounted for only 1,656 or 6% of the 27,888 Ph.D.s awarded. By contrast, whites accounted for 82% of all Ph.D.s produced that year. Most of the blacks or 680 received doctorates in education, work for K12 school systems instead of colleges and universities (Taylor, 2002). This dearth of Blacks receiving Ph.D.s is even more daunting when we consider the so-called 'graying' of Black faculty at HBCUs (Jackson, 2002). Nearly a third of Black HBCU faculty are soon approaching retirement, along with many other baby boomers. Given the decreasing numbers of Black earning Ph.D.s and the increasing number of Black faculty retirements, some HBCUs may witness more 'whitening' among the faculty ranks (Vaughn-Cooke, 2002).

Other research has indicated that many faculty come from diverse backgrounds and often teach in fields other than their doctorate field (Brown, 1988). Thus, institutions should thus consider the creation of career profile banks for full-time, tenure-track, non tenured and tenured faculty who are in disciplines most likely to be down-sized or eliminated, and in those departments that are less likely to receive adequate funds to ensure future employment. Institutions could use computer databases to help plan for

future needs as well as provide greater opportunities for their existing faculties while enhancing their pool of available talent. Advancement in the academy should not always have to mean alternative employment. Career development is an important issue for many faculty because it may well be the primary means by which scholars may be retained under financial crisis. Several scholars have offered other suggestions such as more flexible leave policies, experimentation with administrative internships, early retirement programs, and faculty retraining where appropriate (Finkelstein, 1987; Gregory, 1999). A better understanding of the needs and desires of faculty at each stage of their careers would shed light on methods that may help to better retain and advance HBCU faculty.

Many new faculty are interested in implementing technology into the classroom. Partnerships are becoming increasingly popular between historically black colleges and universities (HBCUs) and some of the nation's top corporations, as well as nonprofit organizations and federal agencies. By training HBCU faculty and providing state-of-the-art facilities and equipment, these companies help to strengthen the schools and make them more attractive employment options for faculty and students. Recently, the federal government also recognized the value of working with HBCUs. In 1995, the US Army Research Laboratory established a 5-year partnership (E-Army) designed to link HBCUs and mainstream institutions with technology experts from the public and private sectors (Clarke, 1998).

CONCLUSION

Historically, education has served as a vehicle for many Blacks to escape poverty and prepare their future generations for leadership in the community and society. Black teachers served as role models and mentors for the young. They also played a special role in the lives of other Blacks, women, and other students of color. Higher education in the United States today is at a critical juncture. Fewer African Americans are choosing academic careers, and a large number of those who do are not being retained, promoted, or tenured. Black faculty women are achieving tenure at a much slower rate than ever before, leaving them professionally vulnerable. The primary barrier to Black faculty retention and advancement that is cited most often in the research is the extraordinary time demands placed upon them because of their relatively small numbers. This group of faculty members also has overwhelmingly reported the absence of institutional support systems as a hindering factor.

If we are to significantly improve the status of Black HBCU faculty, we must begin addressing that issue at the departmental level. As reflected in the disparate salaries and ranks, particularly for Black women, academic departments and deans need to provide adequate support to their new and untenured faculty members. However, departments can provide critical support in numerous, cost-efficient ways. Several

examples include encouraging service activities with system-wide visibility and compensation for service overload; integrating ethnic- and gender-related materials into the curriculum and pedagogy; accepting differences in teaching styles, curriculum, and research foci; and encouraging collaborative projects by providing resources and funding (Gregory, 1999). Given that greater value is placed on publication, institutions could provide faculty members with rewards, encourage them to discuss articles in progress with other faculty members and vice-versa, and support cross-fertilization to avoid isolated research projects (Swoboda, 1990). Equally important is the need for continued development of sound research on the experiences of Black faculty to help address the challenges and benefits of avoiding a 'whitening' of the professoriate in HBCUs.

Obviously, the recommendations expressed in this article require funding, which is scarce in many HBCUs. But this brings us full circle to the mission of HCBU's, which are meant to encompass the entire academic community, extending beyond students. Administrators need to renew their commitment to the scholarly development of untenured faculty in their institutions. For example, when faculty present at academic conferences or are officers in professional organizations, schools should provide allocations for travel. Other suggestions might include providing seed money for research and grant writing, recognition and bonuses for outstanding accomplishments in respective disciplines, computers, and reducing teaching loads prior to tenure. In addition, research has shown that most black faculty at HBCUs received their undergraduate training at black colleges or universities, therefore the mindset and commitment are present (Mixon, 1995). The current role of the HBCU institutions are to nurture this seed and provide an attractive environment to witness it bloom.

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